

Our Class Website:

Evaluation of a Resource Website for Yearbook Students

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Contents of Tonight's Presentation

Introduction: The Situation and Problem

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Blue and White Bulldogs Triumph!



This year, both of our CSAL (Christian Schools Athletic League) basketball teams won first place championships in the Bronze Division! The Bronze division is the division for smaller schools. They had a successful season and are building a strong program here at LJA.

Twenty-five boys fourth to sixth grade, tried out this season, according to coaches Josh Messigantani and Kyle Nakayama. Because of the high level of interest, the coaches decided to have two teams-Blue and White. Each boy was placed on the team that would benefit him the most.

"The boys exceeded all expectations that were put forth for them," said Coach Josh. "We started off the season a little bumpy, but we learned from those mistakes and persevered, and we ended up getting to the championship. The boys defied all odds to come out victorious!"

At the end of the season, the coaches had to say goodbye to all their sixth graders, but they know that the boys will do fine on the intermediate team. "They learned about teamwork and how to share the ball," says Coach Josh. Many of the younger players will return to CSAL next season.

"We had fun," Coach Kyle says, "and we can't wait for another great season next year!"

- Kelly Buck

Top Row (left to right): The CSAL White Team puts their hands up on defense, Dylan Stegman shoots a three pointer, and Lawson Lee guards an inbound pass. Middle Row: AJ Cousins dribbles down the court on a fast break. Bottom Row (left to right): Edison Sento recieves a pass. Isaac Miller goes up for a shot.

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Clockwise, from Top left: Isaac Miller, Luke Harroon, and Oni Pung caught in mid-action. The Blue team's informal group portrait. Gunner Grune prepares to shoot the ball. AJ Cousins goes for a steal. Dylan Stegman avoids a defender's outstretched hand.



Homecoming Week

Homecoming Flag Football Game

The Juniors triumphed the Seniors in the homecoming game, for only the second time in Le Jardin history. The Juniors dominated throughout the entire game, ending with a final score of 32-20. The Juniors broke the chain of senior victories and set a high standard for next year's junior class.

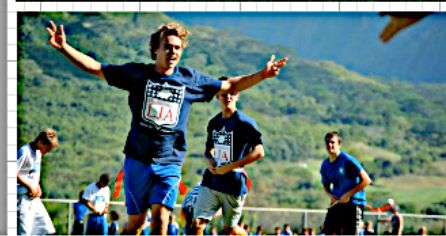
Kyle Miyamoto, game announcer, said, "It was exciting to see students participate that you wouldn't generally think would... nobody on the field looked lost, and it didn't completely look like a street ball."

Mr. Fred Weisburger, humanities teacher, said, "To my knowledge, the juniors practiced at least six times the week of the game: during lunch periods, advisory, and after school. The seniors, on the other hand, only practiced the day of the game."

Kyle Miyamoto added that "the most rewarding part of the whole experience is seeing the entire student body unified and really getting into the game."

With the entire student body at the game, the atmosphere was filled with lots of excitement and cheer. Students from lower school to high school were shouting, cheering, and having a good time.

- Kacey Kuchenbecker



CSAL Blue Team

Back Row, L to R: Coach Josh, Matthew Fairfax, Gunner Grune, Isaac Miller, Westall Brown, Coach Kyle, Fred Weisburger, and Emily Donkova. Front Row, L to R: Nate Magee, Lawson Lee, Benjamin Reay, John Erickson, Anthony Cousins, Luke Harroon.



Spirit Week

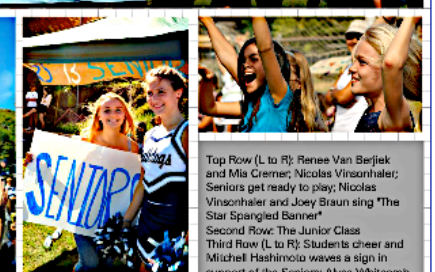
Above: (L to R) Madeline Martingaly, Maia Medeiros, Marianne Mesina, Kacey Kuchenbecker, Ariel Sax, Lillian Moore, and Kacey Kuchenbecker. Below: Camron Misocovich, David Cote, Bradley Pierce.

Below: Seniors make a tunnel for their players to run through.



Above: Top: (L to R) Jacob Blaskowski, Silig Regan, Nicholas Whitcomb. Bottom: Camron Misocovich, David Cote, Bradley Pierce.

Below: Seniors make a tunnel for their players to run through.



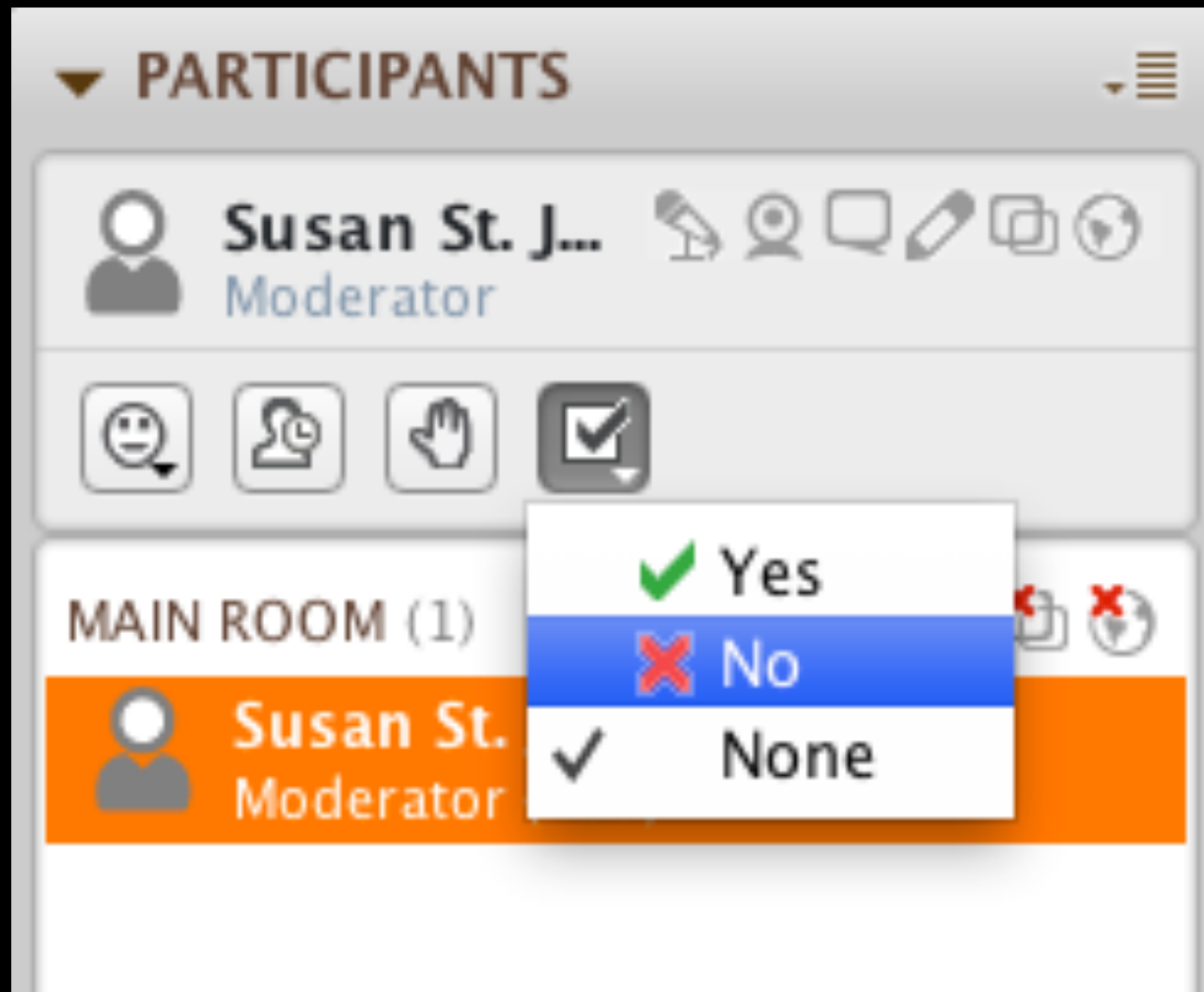
Top Row (L to R): Renee Van Berjick and Mia Greiner, Nicolas Vinsonhaler. Seniors get ready to play; Nicolas Vinsonhaler and Joey Braun sling "The Star Spangled Banner".

Second Row: The Junior Class. Third Row (L to R): Students cheer and Mitchell Hashimoto waves a sign in support of the Seniors. Alyssa Whitcomb and Maika Strauch; Brianna Altman and Anais Brossier, lower schoolers, cheer from the sidelines.

Bottom Row: (L to R) Jordan Clifford, Ioana Felise, Clark Asbee, Kaena Medrano, Bella Garman, David Looper and Manu De La Soita hold out their hands to be high-fived by the Seniors as they run by; Maika Strauch; Kanani Souza, Leimomi Carlborn, Zee Aoussou, and Katherine Graham hold the senior banner.

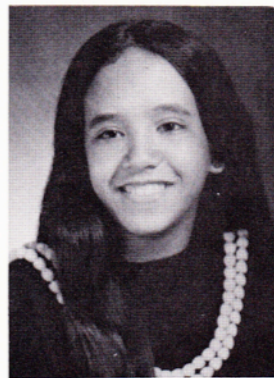
79

Yearbooks: An American Tradition

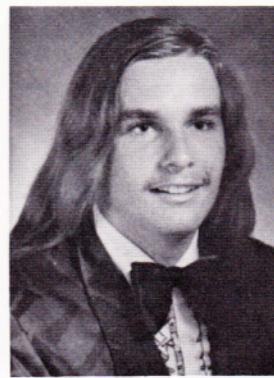


Take a Poll

Do *you* still
have your
high school
yearbook?



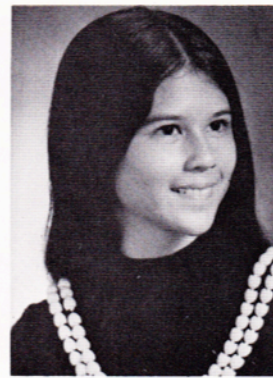
Yanie Lambert



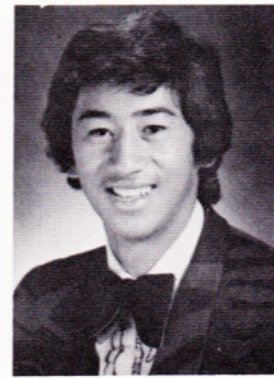
Mike Lander



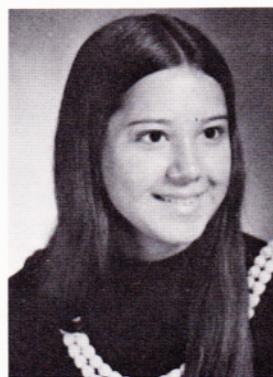
Cheryl Lane



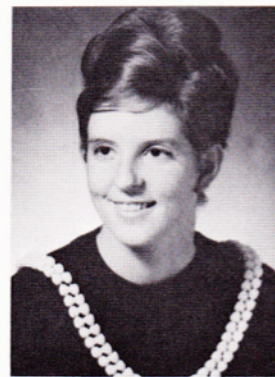
Cynthia Lapenia



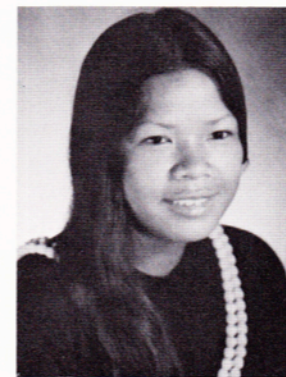
Thomas Lapera



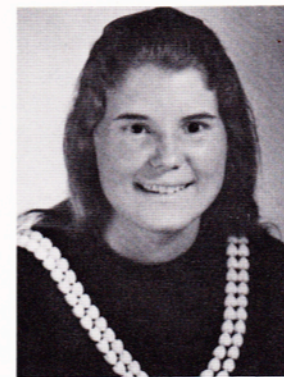
Peggy Larsen



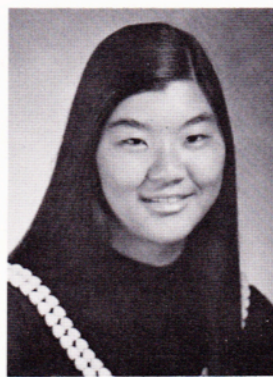
Mary Lou Latham



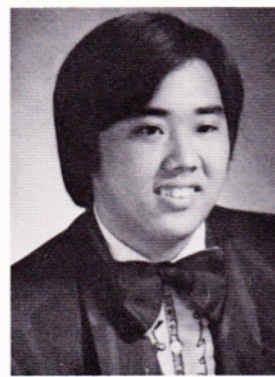
Marshelle Lau



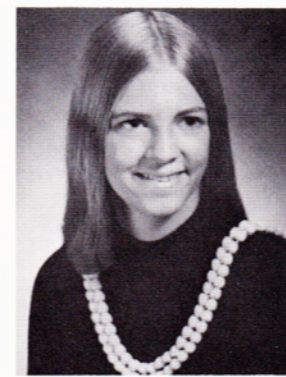
Mary Anne Law



Donna Lee



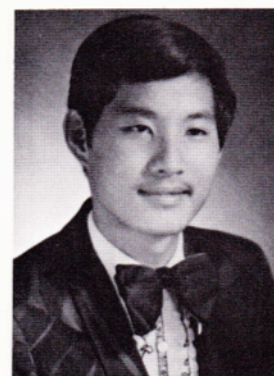
Harvey Lee



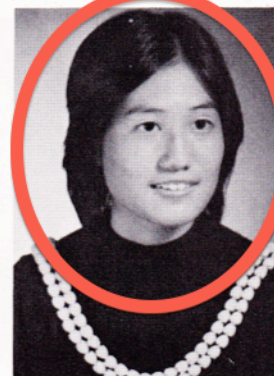
Linda Lee



Louise Lee



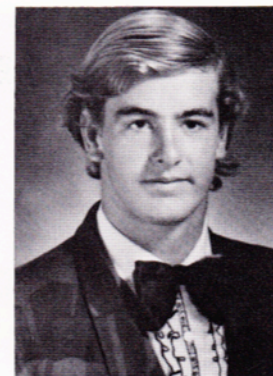
Mason Lee



Susan Lee



Cathy Leeds



Paul Leinewerber



Roxanne Leleo

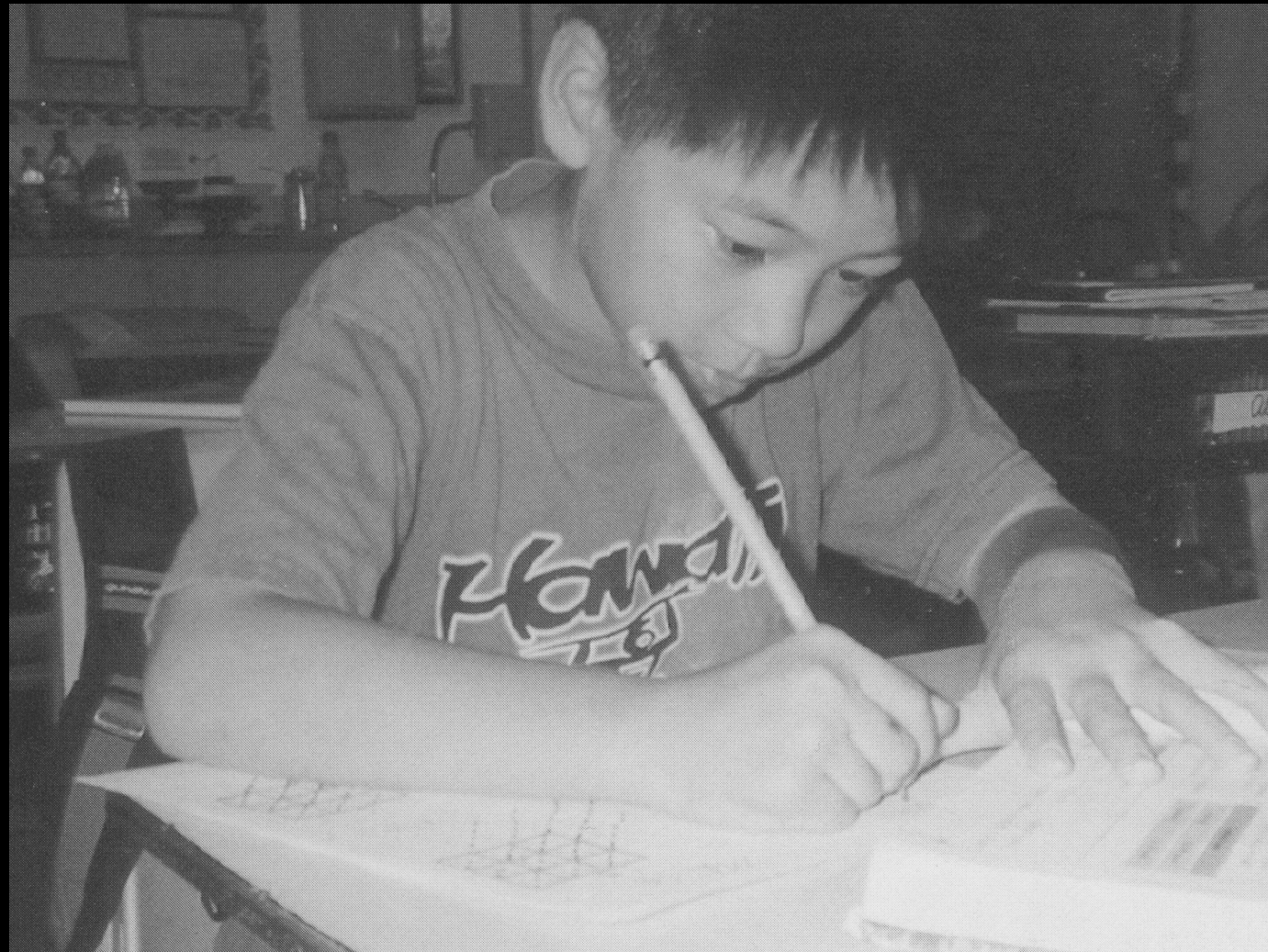
According to the Columbia Scholastic Press
Association handbook of Yearbook
Fundamentals, the best yearbooks are:

- According to the Columbia Scholastic Press Association handbook of Yearbook Fundamentals, the best yearbooks are:
- Journalistic

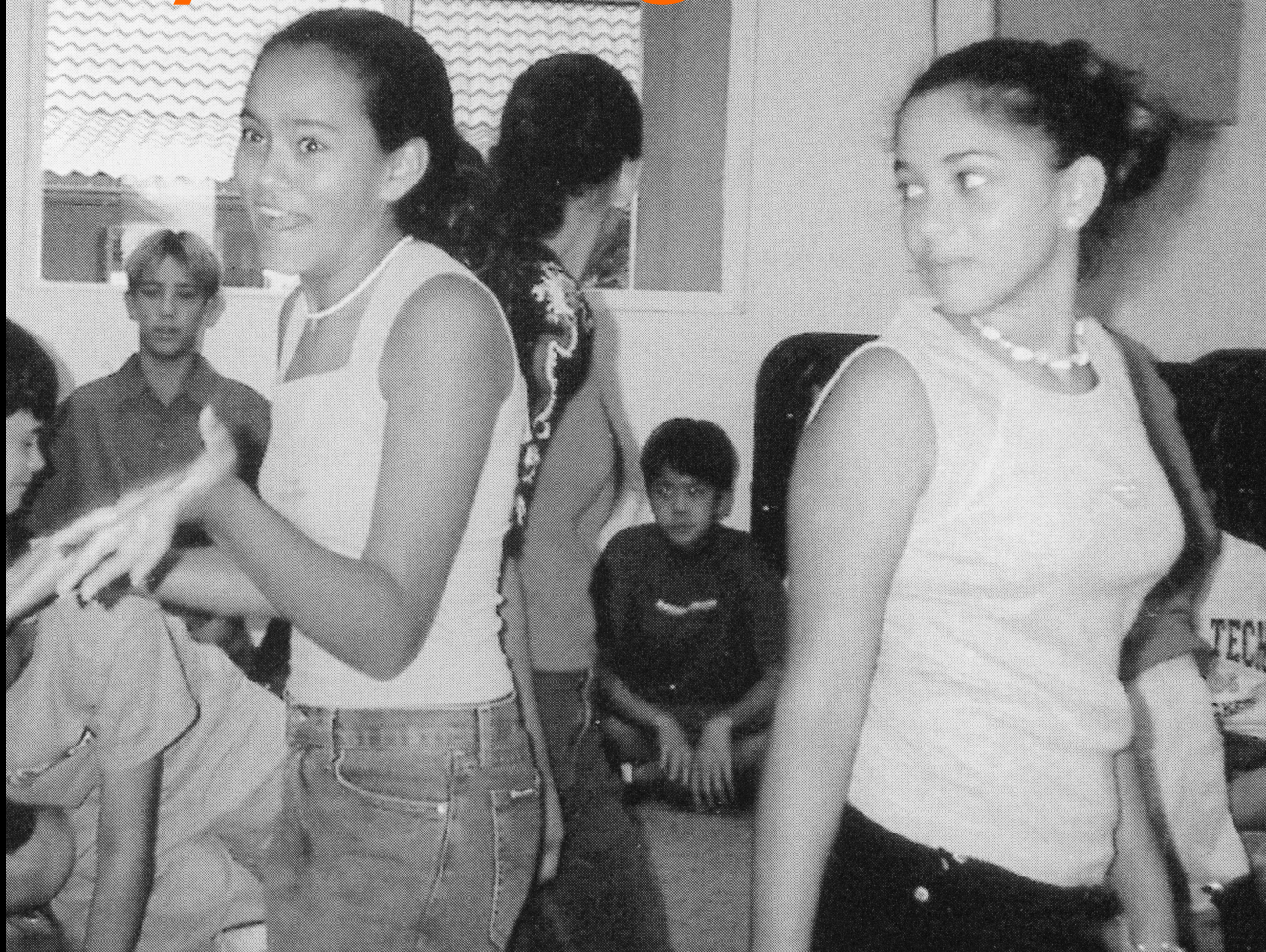
- According to the Columbia Scholastic Press Association handbook of Yearbook Fundamentals, the best yearbooks are:
- Journalistic
- follow journalistic standards for writing, design, photography, law and ethics

- According to the Columbia Scholastic Press Association handbook of Yearbook Fundamentals, the best yearbooks are:
- Journalistic
- follow journalistic standards for writing, design, photography, law and ethics
- given time and dedication from staff

Journalistic skills
need to be taught



10 years ago:



Our yearbook staff met 4 hours a week

Editors met face to face with the staff to mentor
new members

My Yearbook Class Today

Meets only once in a 6 day
cycle (3x a month)

Editors meet separately from
staff

Editors attend inconsistently



Problem



Staff needed to learn skills
outside of class time

Problem



Staff needed to learn skills
outside of class time

Needed an avenue outside of
class where editors and staff
could collaborate

Potential Solution: Course Website



Potential Solution: Course Website

online course materials and
instruction



Potential Solution: Course Website

online course materials and
instruction

interaction between the
students and editors



Potential Solution: Course Website

online course materials and
instruction

interaction between the
students and editors

began using the site in August,
2012



Purpose of this ID Project:

to evaluate the
effectiveness of
this resource
website



Who might
benefit from
this project



Who might benefit from this project

Instructors who have limited
class time



Who might benefit from this project

Instructors who have limited class time
who cannot scale back the workload



Who might benefit from this project

Instructors who have limited class time
who cannot scale back the workload
need to produce a product such as a publication or student performance



Introduction: The Situation and Problem

Methods

Results

Discussion

Conclusion

Methods:

Instructional and Design
Strategies

The Design of the Website



Methods:


Instructional and Design
Strategies

The Design of the Website

identified 18 skills that students
should have by the end of the
course



Methods: Instructional and Design Strategies

 Yearbook Avenue®

PlanCreateSellDigital ClassroomStatusShowcase

Page Submission Information

Page Submission Deadlines

Update Staff Deadlines

Deadline	Staff Date	Deadline Date	Groups Req	Pages Assigned	Completed
Page Deadline 1	11/12/2012	11/26/2012	4 (32 pages)	32	
	11/12/2012				
	11/12/2012				
Page Deadline 2	12/10/2012	12/31/2012	4 (32 pages)	33	
	12/10/2012				
	12/10/2012				
Page Deadline 3	01/25/2013	02/04/2013	4 (32 pages)	30	
	01/25/2013				
	01/25/2013				
Final Deadline	02/05/2013	03/04/2013	0 (28 pages)	29	
	02/13/2013				
	02/15/2013				

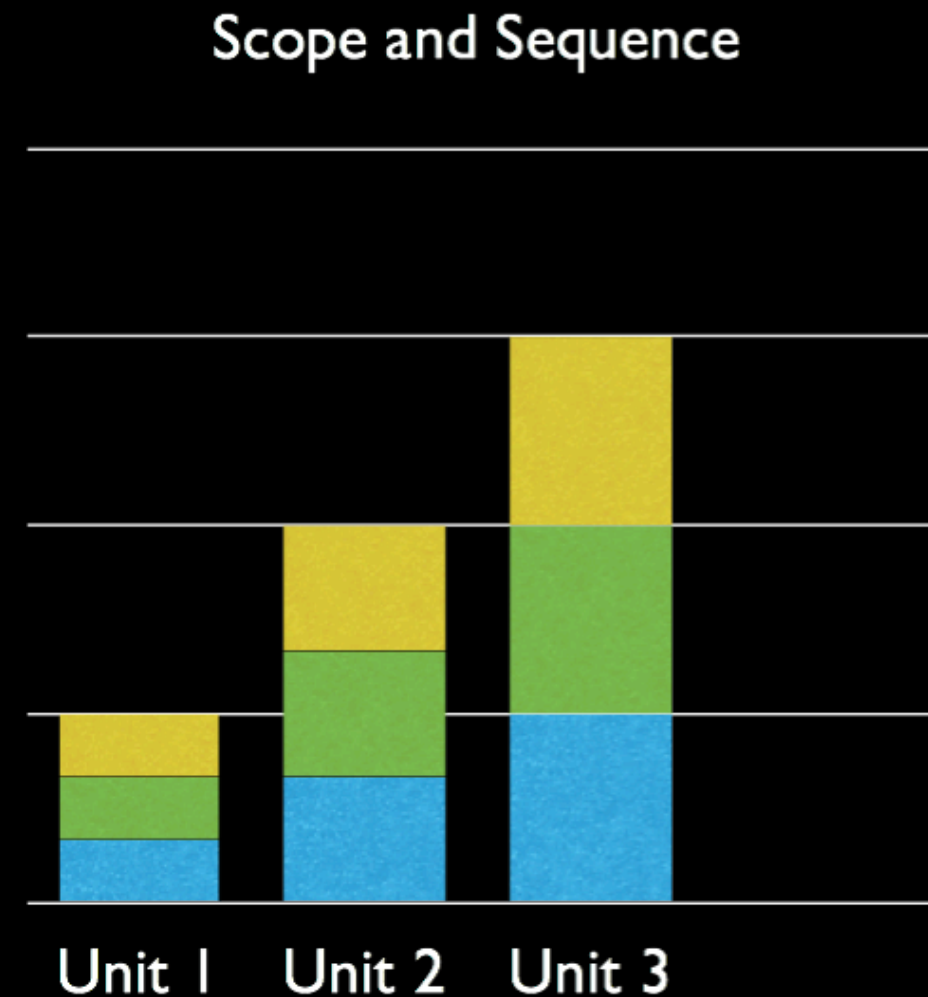
NOTE: You can optionally enter staff deadlines in one or more of the areas above if you want your staff to see different deadline dates. Staff and Editor users will see the original Date Due or the Staff Date if entered (not both).

All Page Groups14 total, 14 submittedNext Due Date: (0 groups)

considered our production schedule and deadlines

Methods: Instructional and Design Strategies

built the scope and sequence
of the class



Methods: Instructional and Design Strategies



From a literature search, identified characteristics of effective learning websites

Methods: Instructional and Design Strategies

LeJardinAcademy Yearbook

Welcome

Unit 1: Aug. 20-Nov. 15

Unit 2: Nov. 16-March 4

Unit 3: March 4-May 29

Blogs

Links

Contact




Photo by Renee.

Theme

Photography

Writing

Typography

Layout

Distribution

Welcome to LJA Yearbook!

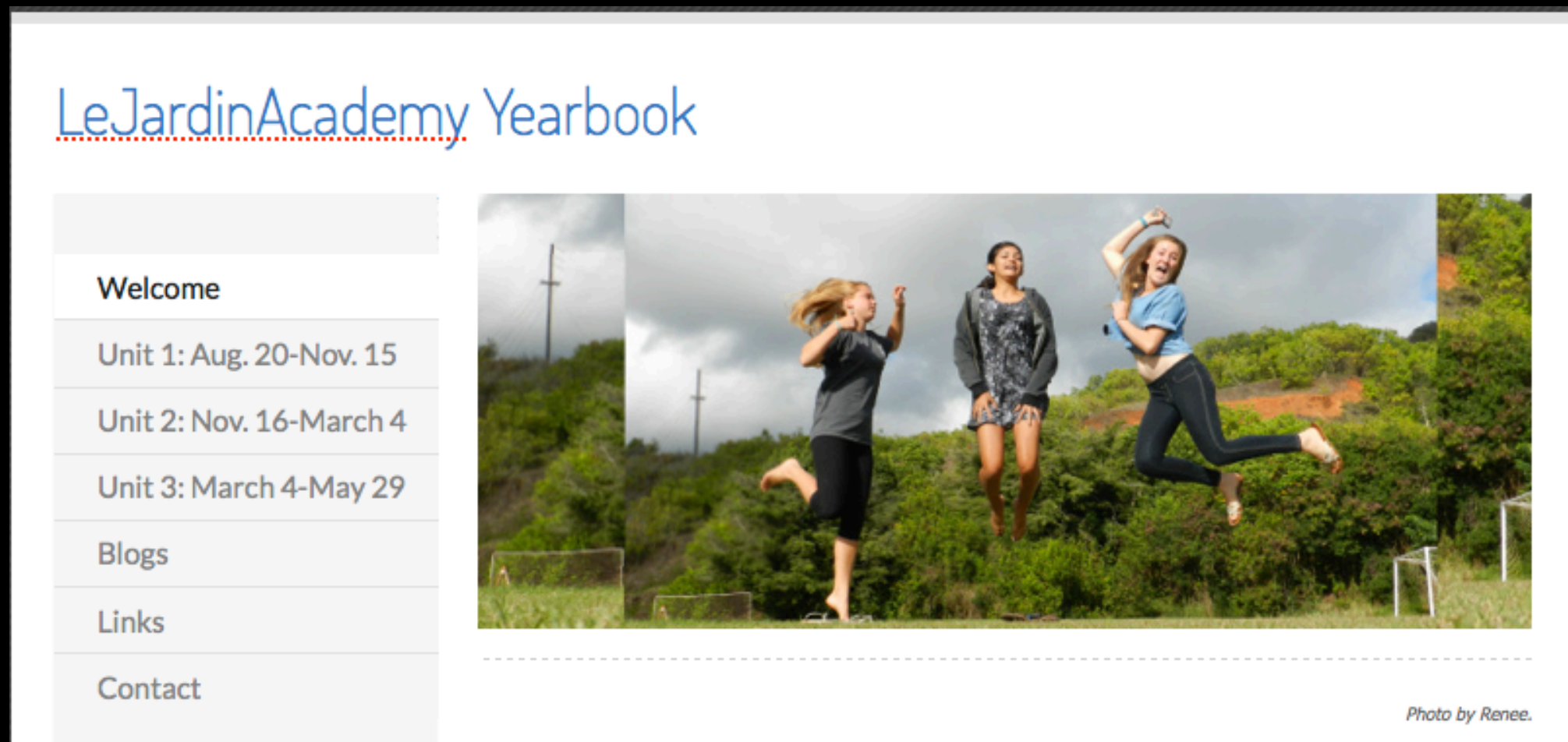
Mrs. Susan St John, Advisor
susan.stjohn@lejardinacademy.org
Meeting Times: D Days, 7:45a.m. to 9:15a.m.
Place: The Ideas Lab

Yearbook is a yearlong, team project where you'll learn about book and page design, photography, feature story writing and media ethics. The yearbook features all of the students in the school, from pre-kindergarten to high school.

Yearbook is different from any other school activity is that it has real-world deadlines, and it carries a real-world financial risk. Deadlines are are not negotiable: the printing plant and the demands of their schedule determine the deadlines.

Characteristics of Effective Learning Websites:

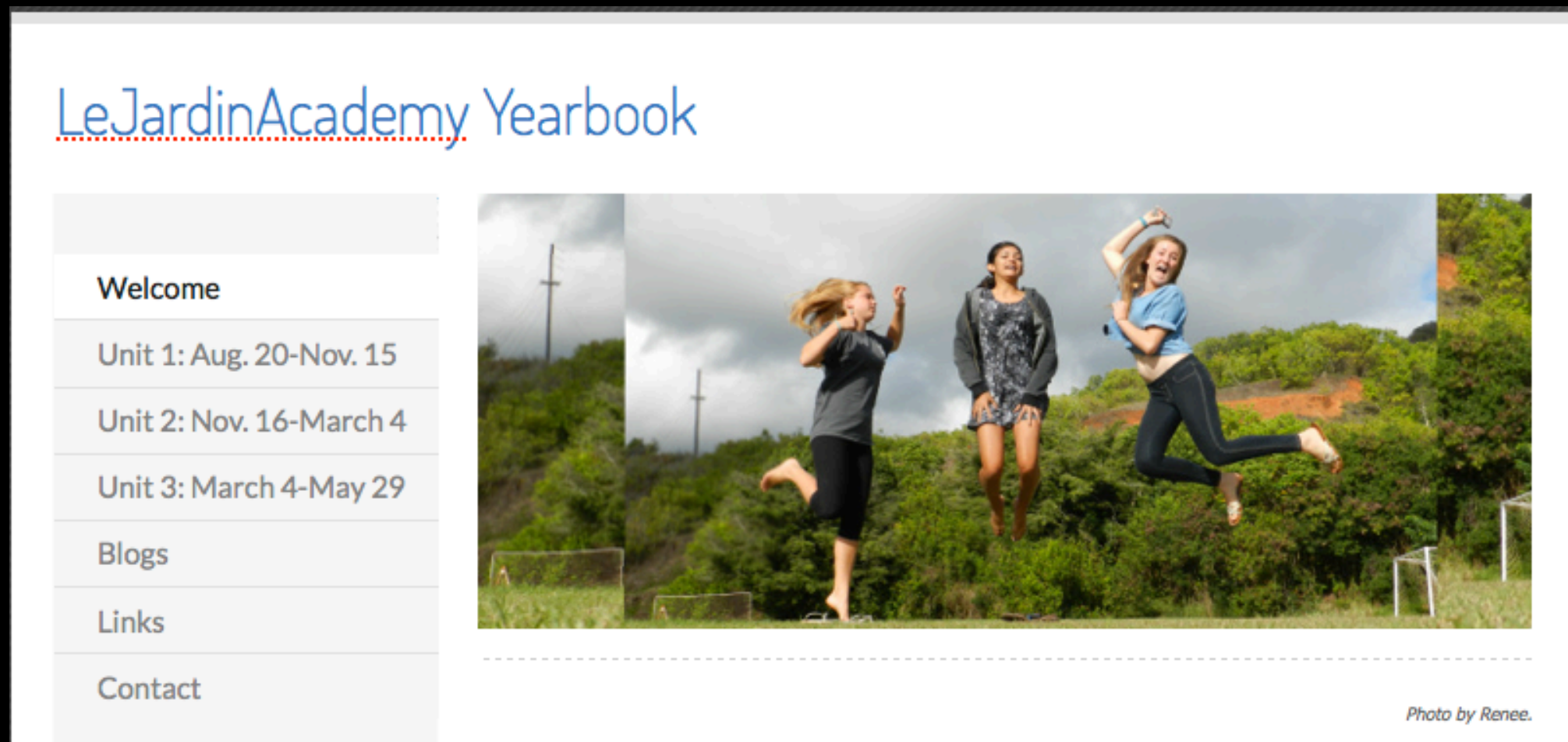
Unambiguous and Continuous View of Navigation



content menu that allows a non-linear interaction
appears on every page of the site

Characteristics of Effective Learning Websites:

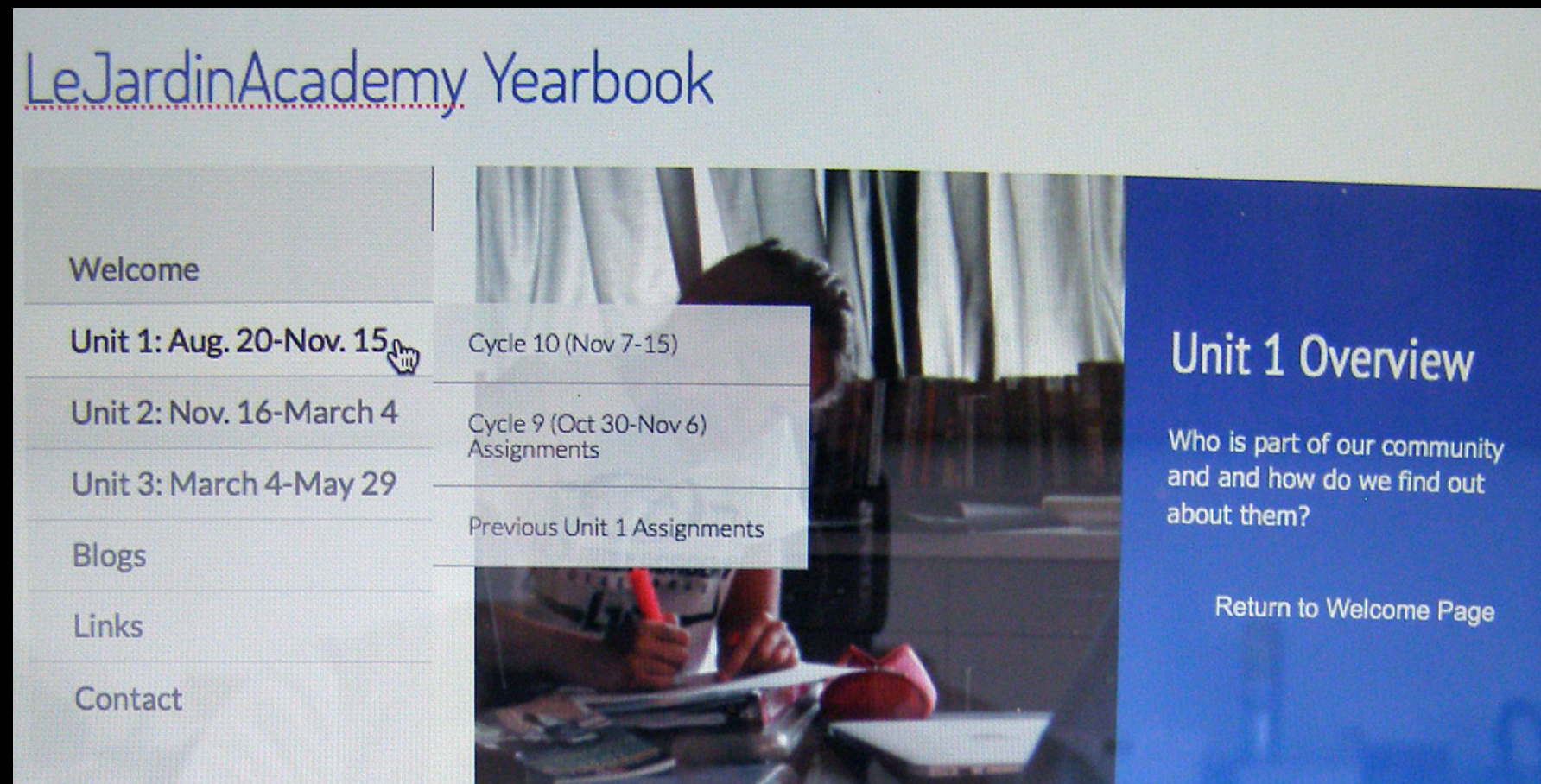
Format Indicates the Structure of the Course



Navigation mirrors the Scope and Sequence
Scope and Sequence Coordinates with our
Production Schedule

Characteristics of Effective Learning Websites:

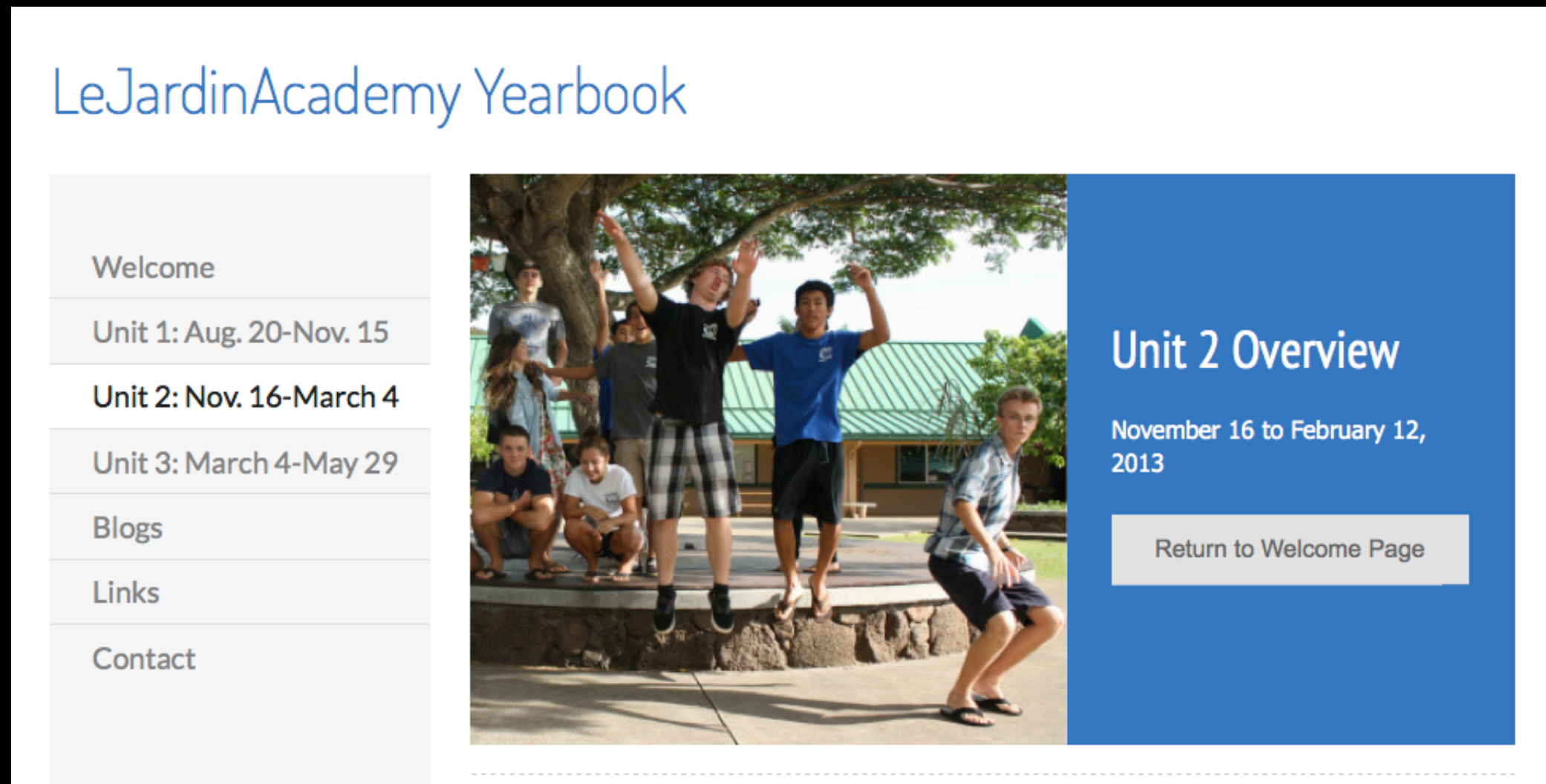
Direct Access



Content is only a click or two away

Characteristics of Effective Learning Websites:

Format differentiates Instructional Events



Headers, fonts, and graphics help viewers orient themselves in the website.

Pages in each section have the same photographic header.

Characteristics of Effective Learning Websites:

Interactivity Promotes Learning

LeJardinAcademy Yearbook

Welcome

Unit 1: Aug. 20-Nov. 15

Unit 2: Nov. 16-March 4

Unit 3: March 4-May 29

Blogs

Links

Contact



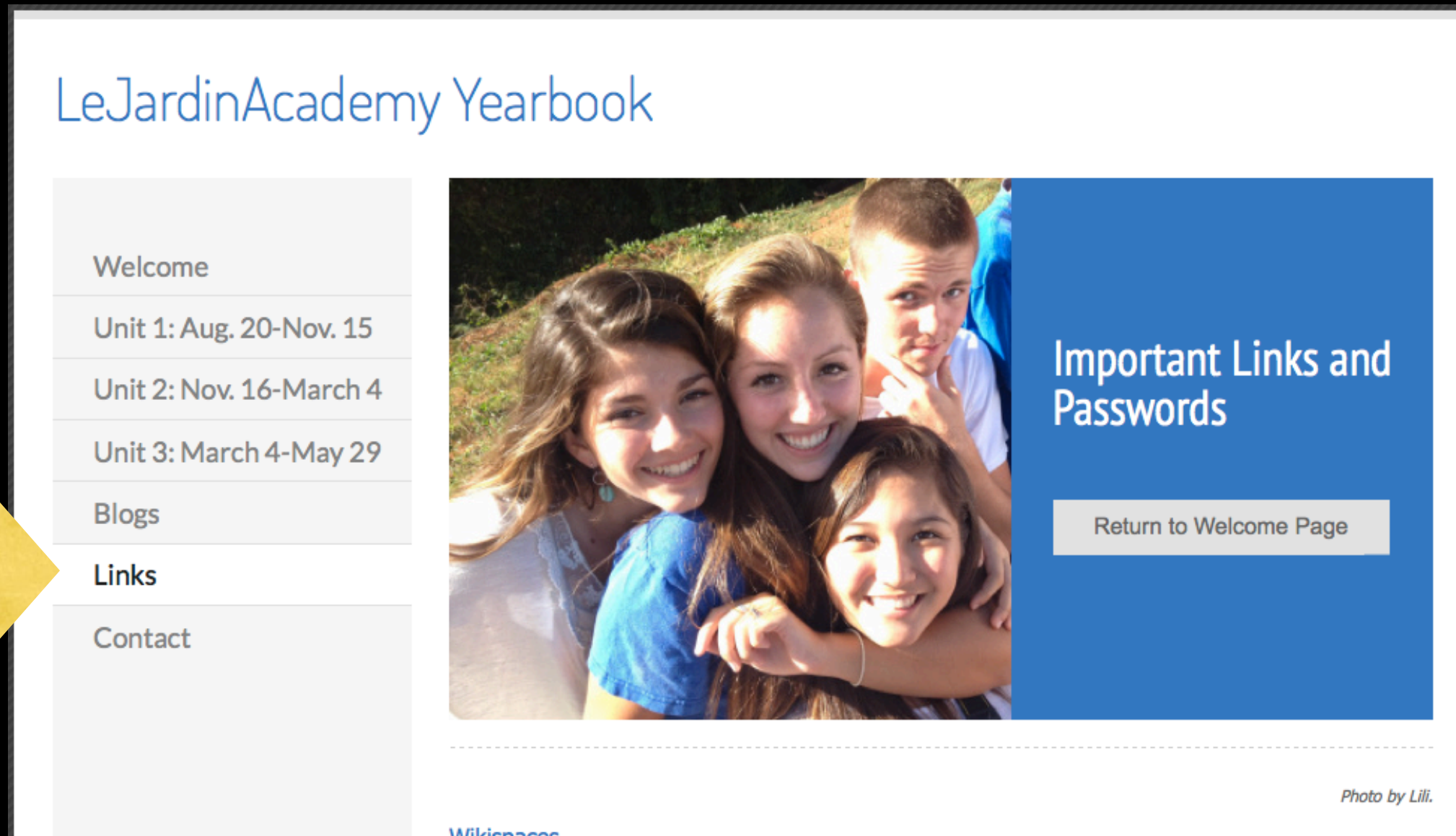
Blogs

[Return to Welcome Page](#)

Website is a portal for students to interact with classmates, editors, and instructor outside of class.

Characteristics of Effective Learning Websites:

Maintain the Narrative Flow through the Site



Links that take the viewer outside of the website or placed together on a separate page.

Methods

Data Collection



Methods

Data Collection

Two Instruments:



Methods

Data Collection

Two Instruments:
Anonymous Survey



Methods

Data Collection

Two Instruments:

Anonymous Survey

Talk-Aloud Interviews



Methods

Data Collection: Survey

Survey Participants

Self-selected from yearbook
class



Methods

Data Collection: Survey

Three Major Aspects of Survey:



Methods

Data Collection: Survey

Three Major Aspects of Survey:

usage of website



Methods

Data Collection: Survey

Three Major Aspects of Survey:

usage of website

attitude towards website



Methods

Data Collection: Survey

Three Major Aspects of Survey:

usage of website

attitude towards website

evaluation of site



Methods

Data Collection: Talk-
Aloud Interviews



Methods

Data Collection: Talk-Aloud Interviews

one-on-one interviews with
three students



Methods

Data Collection: Talk-Aloud Interviews

one-on-one interviews with
three students

10 short scenarios that asked
students to complete a task



Introduction: The Situation and Problem

Methods

Results

Discussion of Implications

Conclusion

Results: Survey

Majority of Respondents:

Visited the site 1-2 times a cycle



Results: Survey

Usage of Website



Results: Survey

Usage of Website

read assignments



Results: Survey

Usage of Website

read assignments

review presentations



Results: Survey

Usage of Website

read assignments

review class presentations

link to student blogs



Results: Survey

Usage of Website

read assignments

review class presentations

link to other student blogs

link to other yearbook sites



Results: Survey

The Majority Agreed:

The website helped them be
productive members of the
yearbook staff



Results: Survey

A Slim Majority Agreed:

The website helped
collaboration between
the staff and editors



Results: Survey

In general, students responded positively to the use of the website



Results: Survey

Common Responses

“Easy to navigate”

“Clear”

“Very organized”

“Easily accessible”



Results: Survey

Majority still felt that more class time was needed, and suggested that we meet twice a cycle instead of just once



Results: Talk-aloud Interviews



Results: Talk-aloud Interviews



All completed nearly all of the scenarios with little hesitation.

Results: Talk-aloud Interviews



All completed nearly all of the scenarios with little hesitation.

However, each respondent had one scenario that puzzled her.

Introduction: The Situation and Problem

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Implications:

Data Supports Previous Research



Implications: Data Supports Previous Research



availability of materials online promoted student satisfaction

Implications: Data Supports Previous Research



layout helped students visualize the structure of the course

Discussion: Collaboration



Respondents were less emphatic about whether the site helped collaboration

[illegible]

Voluntary Editors used the website inconsistently, or not at all

Discussion: Collaboration



Respondents were less emphatic about whether the site helped collaboration

Voluntary Editors used the website inconsistently, or not at all

A learning tool still needs active, human engagement to be effective

Discussion: Student Perceptions

Pervasive perception that there was not enough class time to complete assignments



Discussion: Student Perceptions

Pervasive perception that there was not enough class time to complete assignments

Why wouldn't they complete assignments independently?



Perhaps....Student
Expectations are
created in part by
the course schedule



Perhaps....Student
Expectations are
created in part by
the course schedule



Work outside of class

Perhaps....Student
Expectations are
created in part by
the course schedule



Work outside of class

should be proportional

Perhaps...Student
Expectations are
created in part by
the course schedule



Work outside of class
should be proportional
to “seat” time in class

Discussion: Talk-aloud Interviews



The Perplexing Talk-Aloud Scenarios

Discussion: Talk-aloud Interviews



One student couldn't find a slideshow on the welcome page, but found it after a few tries.

Discussion: Talk-aloud Interviews



The other two students puzzled over a scenario that asked them to find a particular handout. They were unsure of what they were looking for.

Layout Checklist
MYP 5: Yearbook Design

Page Numbers _____ Spread Headline _____

Name of Designer:

Name of Reviewer:

Headlines

- ☐ Dropped in
- ☐ Every word is spelled out (no abbreviations) and spelled correctly.
- ☐ Use Font style Jade, Calm, Maximo or Litho Antique

Photos

- ☐ All photo boxes filled in with candids or group shots (club or team pages)—Minimum of 3 photos on spread
- ☐ all in focus
- ☐ all correctly exposed
- ☐ well-composed according to the elements we discussed
- ☐ all faces are properly tagged (using database)
- ☐ **The subjects (students') faces are visible and recognizable**

Captions

- ☐ Every photo has a caption (all students identified by first and last name), which is a

The Layout Checksheet

Discussion: Talk-aloud Interviews



Is the problem with the website, or with the wording of the question? Or, is it an instructional issue?

**Introduction: The Situation and
Problem**

Methods

Results

Discussion

Conclusions

Conclusions



Class website seems to have a positive effect in the affective realm.

Conclusions



When a website is designed using characteristics of effective websites, students perceive the class materials to be organized, accessible, and clear.

Conclusions



Online resources do not entirely compensate for limited face-to-face time.

Other factors, such as course schedule, student perceptions of workload, impinge on student productivity and attitude.

Conclusions



Remaining
Questions for
Further
Research

Do students learn more in a class that has a class website?

What can be done to extend learning and productivity outside of class?

Thanks for watching!



Questions or Feedback?